



1953

State Teachers College at Bridgewater. 1953-55. [Catalog]

Bridgewater State Teachers College

Recommended Citation

Bridgewater State Teachers College. (1953). *State Teachers College at Bridgewater. 1953-55. [Catalog]*.
Retrieved from: http://vc.bridgew.edu/btc_catalogs/3

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.

The Commonwealth of Massachusetts
State Teachers College
at
Bridgewater, Massachusetts



1953-1955



THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

STATE TEACHERS COLLEGE
at
BRIDGEWATER

Founded in 1840



Accredited by: American Association of Colleges for Teacher Education

Member of: New England Teacher-Preparation Association
Eastern States Association of Professional Schools for Teachers

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

BOARD OF EDUCATION

DR. OWEN B. KIERNAN, Chairman	Milton
DR. LEO C. DONAHUE, Vice Chairman	Somerville
DR. WILLIAM E. PARK, Secretary	Northfield
DR. ALEXANDER BRIN	Boston
MRS. JULIA M. FULLER	Springfield
MR. G. JOHN GREGORY	Boston
RT. REV. MSGR. CORNELIUS T. H. SHERLOCK	Boston
MR. JOHN W. McDEVITT	Waltham
MRS. ALICE LYONS	Boston

JOHN J. DESMOND, JR., Commissioner of Education

Division of Elementary and Secondary Education and Teachers Colleges

DR. PATRICK J. SULLIVAN, Director
DR. JOHN F. BOWLER, Assistant Director
PAUL W. KNIGHT, Business Agent

PERSONNEL STAFF

DORIS I. ANDERSON, Registrar
ALBERT F. HUNT, M.D., Physician
MARGARET M. CURTIN, R.N., Resident Nurse

FACULTY

Clement C. Maxwell, M.A., Ph.D., President

Ralph S. Bates, M.A., M.Ed., Ph.D., Instructor	History, Government
Beatrice I. Bouchard, M.A., Assistant Professor	Assistant Librarian
Mary I. Caldwell, M.A., Assistant Professor	Physical Education
Julia C. Carter, B.A., Assistant Professor	Librarian
Elizabeth M. Cirino, M.A., Instructor	Biology
Catherine Comeau, M.Ed., Instructor	Physical Education
George F. Condiike, M.A., Ph.D., Professor	Physical Science
Joseph J. Corkery, M.A., Assistant Professor	Assistant Dean of Men, Psychology
Mary M. Crowley, M.S., Assistant Professor	Art
*Ruth E. Davis, M.A., Professor	Director of Training
John L. Davoren, M.Ed., Associate Professor	English
Lois L. Decker, M.A., Associate Professor	Physical Education
George H. Durgin, Ed.M., Associate Professor	Mathematics
†Russell E. Fossett, M.L.S.	Assistant Librarian
Charles E. Foth, M.A., Assistant Professor	History
Edith Bradford Frost, M.A., Assistant Professor	French, Spanish
E. Irene Graves, M.A., Associate Professor	Biology
Frances M. Guerin, M.A., Assistant Professor	English
D. Francis Horrigan, B.S., Associate Professor	Handwriting
Elizabeth Hollis, M.A., Assistant Professor	Education
Paul Huffington, A.M., Professor	Geography, Geology
Marjorie Kelly, M.Ed., Instructor	Physical Education
T. Leonard Kelly, M.S., M.A., Professor	Chemistry
Olive H. Lovett, Ed.M., Assistant Professor	English
Iva V. Lutz, M.A., Associate Professor	Education
Charles B. McMullen, M.A., Ph.D., Professor	Dean
Frederick A. Meier, Jr., M.S., D.Hs., Professor	Dean of Men
Annabelle M. Melville, M.A., Ph.D.	History
Mary J. Moriarty, M.S., Ed.D., Professor	Director of Physical Education Major Curriculum for Women
Daniel J. Noonan, M.Ed., Instructor	Economics, Introduction to Education
Rose H. O'Connell, M.A., Instructor	Sociology
John J. O'Neill, M.A., M.Ed., Instructor	English
S. Elizabeth Pope, M.A., Associate Professor	Dean of Women
Friedo Rond, B.A., Assistant Professor	Music
Miriom M. Reinhart, M.A., Assistant Professor	Speech, Drama
Henry Rosen, M.Ed., Instructor	Visual Aids
Robert W. Rucker, M.A., Associate Professor	Geography
Ellen M. Shea, M.Ed., Associate Professor	Assistant Dean of Women
Samuel N. Sheinfeld, M.A., M.Ed., Ed.D., Professor	English
Edward C. Swenson, M.Ed., Instructor	Physical Education, Coach of Varsity Education
Doris E. Tebbetts, M.A., Assistant Professor	Art
Balfour S. Tyndall, Ed.M., Associate Professor	Director of Training, Physics

*Retired June 1953

†Resigned June 1953

The Training School

Evelyn R. Lindquist, Ed.M., Assistant Professor, Principal

Gladys L. Allen, Instructor	.	.	.	.	.	.	.	.	Grade Two
Louise H. Borchers, M.A., Instructor	.	.	.	.	.	.	.	.	Grade Five
†Janet Broadbent, M.Ed., Instructor	.	.	.	.	.	.	.	.	Grade One
Ruth Lawton Gamson, M.Ed., Instructor	.	.	.	.	.	.	.	.	Grade One
Elizabeth M. Higgins, M.Ed., Instructor	.	.	.	.	.	.	.	.	Grade Four
Helen Hulsman, M.A., Instructor	.	.	.	.	.	.	.	.	Grade Six
Mary L. Marks	.	.	.	.	.	.	.	.	Kindergarten
Rita K. Nadal, M.Ed., Instructor	.	.	.	.	.	.	.	.	Grade Six
Barbara F. Poe'Sepp, M.Ed., Instructor	.	.	.	.	.	.	.	.	Grade Three
Dorothy E. Wood, M.Ed., Instructor	.	.	.	.	.	.	.	.	Grade Two
Helen E. Sleeper, B.S.Ed., Instructor	.	.	.	.	.	.	.	.	Grade Four
Doris M. Sprague, Ed.M., Instructor	.	.	.	.	.	.	.	.	Grade Five
Charlotte M. Thompson, B.S.Ed., Instructor	.	.	.	.	.	.	.	.	Grade Three

†Resigned June 1953

HISTORY

The story of Horace Mann is familiar to all in Massachusetts. He, more than any other one individual, was responsible for the ideal of "a trained teacher for every child." With the help of many who joined him, he succeeded in persuading the General Court to try the experiment of Normal Schools for the training of teachers.

Of the three schools thus opened, Bridgewater was one, and it has continued ever since, with no loss of time, in the place where it began its work. Normal School and Teachers College, Bridgewater, has had an uninterrupted tradition. Throughout its more than one hundred years of service to the children and youth of the Commonwealth, Bridgewater ideals, "the Bridgewater spirit," have had a very real existence and influence in the field of education.

In 1932, by act of the General Court, Bridgewater, together with the other State Normal Schools, became a State Teachers College. The change, which brought the teacher training institutions of Massachusetts into line with other similar institutions, gave them the needed prestige and the privilege of granting the degree now considered essential to graduates.

The State Teachers College at Bridgewater is modern in buildings and equipment. Its campus is occupied by Boyden Hall which contains classrooms, library, laboratories, lockers and rest rooms for commuting students; the Horace Mann Auditorium, and administration offices; the Albert Gardner Boyden Gymnasium providing for modern physical education; Tillinghast Hall, with dining hall, large and small reception rooms, kitchen, and dormitory rooms for women students and employees; Woodward Hall, the larger of the dormitories, with reception rooms, kitchenette, and recreation rooms; the Training School, an elementary school under state control, where members of the junior class spend their first period of practice, working under critic teachers; Gates House, the President's residence; and the heating and lighting plant. Playing fields, a large garden and a greenhouse add to the rooms, library, laboratories, lockers and rest rooms for commuting students,

Bridgewater is so near Boston that students share the cultural advantages of that city. Every year large groups visit the Flower Show, the Arboretum, the museums, operas, theatres, and symphony concerts; while smaller groups make various excursions to other points of interest in many places.

The number of students admitted to the college is limited by the Department of Education. Conditions of admission are designed to select, as far as possible, students who sincerely desire to live up to the college motto, "Not to be ministered unto, but to minister." The following quotation from the Bridgewater catalogue of 1844 still remains true:

"This institution . . . claims . . . to afford aid and encouragement to those faithfully striving to learn their duty. Such, only, are wanted at this School. It should be distinctly understood that this School has no power to make good teachers of the dull or the idle. . . . A teacher must educate himself. This institution will assist him."

The "Bridgewater spirit" has been a reality for more than a hundred years. It is a great heritage to carry into the next century.

THE BRIDGEWATER PURPOSE

The Bridgewater of to-day might amaze Mann, Tillinghast and Conant who wrought in a generation that built its schools of spirit and zeal, with just a few boards and a little plaster added for good measure. They would find no change, however, in the essence of the Bridgewater purpose and the Bridgewater meaning. Our task is not the creation of great halls and buildings, necessary though they be, but rather is it to fan in to an all consuming flame the spark hit off from the genius and wisdom of our founding fathers.

Naturally we are far more interested in the young men and women who come to us seeking teacher education than we are in the physical properties of the College. Buildings, equipment and conveniences serve only as they help us to achieve our objective — the development of the whole man for the noble profession of teaching.

With Van Dyke we think that education should create men who can see clearly, image vividly, think steadily and will nobly. Thus our students are taught in class and on campus the values that constitute the good man, the good citizen, the good teacher, the teacher who enters his profession with a deeply serious sense of dedication and a full, rich appreciation of the good and the true.

The Bridgewater ideal permeates all curricula: the cultural studies and the professional courses, the spirit breathed into its simple beginning by men who encouraged learning not as an end but as a means, the spirit that makes for unselfish service, ministering to others.

The faculty tries diligently to discharge its duties as a shaper of the teaching mind and heart, as a molder of the teaching attitude. In the years since Mann's day nearly ten thousand alumni have carried Alma Mater's good word to the corners of the earth, adhering loyally to the Bridgewater way and the Bridgewater spirit.

In these words of the late Calvin Coolidge the reader will find a distillation of the objectives and goals which our founders and their successors have made part of the college fabric:

"The defenses of the Commonwealth are not material but spiritual. Her fortifications, her castles are her institutions of learning. Those who are admitted to our schools tread the ramparts of our state. The classic halls are the armories from which are furnished forth the knights in armor to defend and support our liberty. For such high purpose have our schools been called into being. A firm foundation of the Commonwealth. A defender of righteousness. Let their towers continue to rise, showing forth the way, the truth, and the light."

STUDENT ACTIVITIES

General Statement — A varied program of activities is carried on at the college with a fourfold purpose: recreation, social enjoyment, cultural opportunities, and training in leadership. So many clubs and groups are meeting that every student should be able to find one from which he may derive pleasure and profit. Besides, he will find his experience valuable when he assumes responsibility, as a teacher in the activities program of his school.

- Alpha—Year Book
- Alpha Psi Omega, A National Honor Society for the Drama.
- Audio-Visual Education Club
- Campus Comment
- Canterbury Club
- Dramatic Club
- French Club
- Glee Club
- Kappa Delta Pi, An Honor Society in Education.
- Kindergarten-Primary Club
- Library Club
- Menorah Club
- Men's Athletic Association
- Men's Club
- Newman Club
- Orchestra
- P.E.M. Club
- Red Cross Club
- Student Fellowship
- The Student Co-operative Association
- Upper Elementary Club
- Wesley Club
- Women's Recreation Association

REQUIREMENTS FOR ADMISSION

I. **Application for Admission.** Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE" and send it to the President of the Teachers College of his choice. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed not later than one week before the date set for the next scholastic aptitude test. Applications will be accepted later, but, in any of the Teachers Colleges where waiting lists are established, as explained in VII, candidates applying after this date will be placed on waiting lists following the next administration of the examinations.

II. **Blank to be Filed by the High School Principal.** The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and "RATINGS OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

III. **General Qualifications.** Every candidate for admission as a regular student must meet the following requirements:

1. **Health.** The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. **High School Graduation.** The candidate must be a graduate of a standard four-year high school or have equivalent preparation.

3. **Completion of Fifteen Units of High School Work.** The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements, or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. **Personal Characteristics.** The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. **Scholarship Requirements for Admission by Certificate.** (For admission by Examination, see V) Of the 15 units presented for admission 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

1. **Prescribed (7 Units.)**

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. **Distribution of Units for Certified Applicants.**

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units; Fine and Practical Arts, 2 units; Home Economics, 2 units; and Physical Education, 1 unit.

3. **Admission by Certificate.**

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

(a.) Plan I.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV, 2. The number of units offered is subject to the restriction of IV, 2. Personal interviews are required.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

(b.) Plan II.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

V. Admission by Examination. Students who are not eligible for admission by certificate or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent, are recommended by the high school principal and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

VI. Waiting Lists. If the number of applicants for admission, who have applied by the appointed date, is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Certified candidates, Plans I and II, will be admitted first and in that order, as determined by their total scores. Candidates for admission by examination will then be admitted in the order of their standings, as explained in V, above. Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record which includes ten characteristics, exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

VII. Place and Time of Examinations. Examinations may be taken in January, April and September at any State Teachers College including the Massachusetts School of Art. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

VIII. Admission as Advanced Students. Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

SCHEDULE OF SCHOLASTIC APTITUDE TESTS

Write for Bulletin of Information
Department of Education
200 Newbury Street
Boston 16, Massachusetts

College Year Begins

September 14, 1953

September 13, 1954

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A-4 to 5, B-3 to 3.9, C-2 to 2.9, D-1 to 1.9, E-0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed whether in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: Repeated or alternate course _____ (name)
passed at _____ with a grade of _____
(College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts

1. \$100.00 a year payable in two installments at the beginning of each semester.
2. \$3.50 a semester hour — Courses for part-time day students
3. \$9.00 a semester hour — Extension and Summer Courses

II. Fees for Non-Residents of Massachusetts

1. \$400.00 a year payable in two installments at the beginning of each semester.
2. \$12.50 a semester hour — Extension and Summer Courses.

III. Textbooks and Supplies

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year.

IV. Board and Room

Rates for board and room are established by the State Department of Education. The present annual rate is \$420.00, payable as follows:

Opening of School, September	.	.	.	\$120.00
December 1	.	.	.	\$100.00
February 1	.	.	.	\$100.00
April 1	.	.	.	\$100.00

Gymnasium Laundry Fee. All women students participating in Physical Education Activities are required to pay a small fee annually to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Freshmen and Sophomores	\$2.00
Juniors and Seniors	\$1.50

Physical Education Majors

Freshmen and Sophomores	\$4.00
Juniors and Seniors	\$3.00

Other Expenses. Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately \$12.00 for women undergraduates and \$19.50 for undergraduate men.

The required gymnasium outfit for women in the regular curricula consisting of special uniform and shower equipment costs approximately \$25.00. Full description with blanks for ordering will be sent out with notification of admission.

The required gymnasium outfit for men, consisting of special uniform of pants, sweatpants, and sweatshirt, is ordered on blanks sent with notification of admission. The approximate cost is \$17.00. Soccer shoes and other necessary articles may be secured after college opens.

The special uniform required for women in the Physical Education Major curriculum costs approximately \$30.00.

All payments must be made in advance, without the presentation of bills.

These regulations and charges are subject to change by the Board of Education.

LOAN FUND

Alumni and friends of the college have at various times made contributions to the Students' Loan Fund at Bridgewater, established for the purpose of extending aid to needy members of the Junior and Senior classes. This fund is administered by a faculty committee, appointed by the president.

RESIDENCE HALLS

All women students who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the dean of women if a student wishes to live with relatives or to work for her room and board in some home approved by the college authorities.

There are two residence halls for women on the campus. Woodward Hall has eighty-four double rooms and Tillinghast Hall has thirty-seven single rooms. The central dining room is located in Tillinghast Hall.

Each dormitory is heated by steam and lighted by electricity. In each there are attractive reception rooms as well as rooms set aside for general recreational purposes and for the enjoyment of radio and television. Students are not allowed to use electric irons or cooking equipment in their rooms. Special rooms have been equipped for laundry and kitchenette purposes.

Rooms in these halls are supplied with furniture including mattresses and pillows. Students are required to bring rugs, a shoe bag or box, two clothes bags for laundry, a bath mat 36 inches by 24 inches, towels, window curtains, bureau covers and bed covering for single beds. The bed covering should include a mattress cover or pad, four sheets, three pillow cases, a spread, a couch cover, and two couch pillows. Extra furnishings may be brought from home.

A reassignment of rooms is made at the end of each college year, preference in choice being given to those who have been longest in the college.

Candidates for admission who have applied for rooms in advance may select their rooms on the day preceding the opening of the college, after the initial payment of \$120.00 at the Business Office. The order of choice is determined by lot.

Rooms for men are arranged for in private homes near the campus. Assignments are made by the dean of men only, from an approved list.

CURRICULA

Elementary Education. This comprises four years of study and is designed for students preparing to teach in the first six grades; the degree of Bachelor of Science in Education is awarded for the successful completion of this course.

The Kindergarten-Primary Course is a division of the Elementary Education Curriculum, with special emphasis on preparation for teaching in primary grades.

Secondary Education. This is a four-year course of study designed for students preparing to teach in the junior or senior high school, and leading to the degree of Bachelor of Science in Education.

Within the Junior-Senior High School curricula, students may choose a particular field for concentration, so that they may major in that subject or combination of subjects for which they plan to prepare themselves as teachers.

Thus, one may elect an English major for either Junior High or Senior High, a combination of English and Arts; English and Library; Science and Mathematics; General Science; Social Studies; Geography; History.

Health and Physical Education Major Curriculum for Women. This curriculum prepares teachers and supervisors for Elementary, Junior, and Senior High Schools.

Following are outlines of courses:

CURRICULA OFFERED AT BRIDGEWATER

Secondary Education, Elementary Education, Kindergarten-Primary

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
English 1	6	English 25*	6	Education 51	3	Education 105	2
History 1	6	History 21	6	or		Education 107	4.5
Biology 1	4	Geography 21	3	Education 53	3	Speech 101	1
Mathematics 3	3	Geography 23	3	Education 57	3	Health and Phys. Ed. W 101	1.5
Art 1	3	Physics 21	4	or		Health and Phys. Ed. W 103	0.5
Music 1	3	Education 21	3	Education 61	2	Health and Phys. Ed. M 83	1
Speech 1	1	Education 23	3	Economics 51	2	Education 109	6
Handwriting 1	1	Speech 21	1	Sociology 51	2		
Health and Phys. Ed. M 1-3	1	Health and Phys. Ed. W 21	0.5	Speech 51	1		
Health and Phys. Ed. W 1-3	1.5	Health and Phys. Ed. W 23	0.5	Health and Phys. Ed. W 53	0.5		
		Health and Phys. Ed. M 21	1	Health and Phys. Ed. M 51	1		
				Education 77	6		

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN

English 1	6	Education 21	3	Education 53	3	Education 105	2
Biology 1	4	Education 23	3	Sociology 51	2	Education 107	4.5
Mathematics 3	3	History 21	6	Physical Education 53	3	Physical Education 105	2
Physical Education 5	4	Chemistry 23	3	Physical Education 57	2	Physical Education 107	3
Physical Education 9	3	Physics 23	3	Physical Education 59	3	Physical Education 109	2
Art 5	3	Biology 23	4	Physical Education 61	2	Speech 101	1
Music 3	2	Physical Education 25	4	Biology 53	2	Phys. Ed. Activities	3
Physical Education 7	2	Physical Education 27	2	Physical Education 63	2	Education 109	6
Education 1	2	Physical Education 21	1	Phys. Ed. Activities	3	Elective	9
Speech 1	1	Phys. Ed. Activities	4	Education 77	6		
Phys. Ed. Activities	4	Elective	6	Elective	4.5		

REQUIRED COURSES FOR MAJORS

Elementary							
English 3	6	Art 21	3	Education 71	4.5	Education 101	2
		Music 21	3	Education 65	2	Elective	13.5
		Library 21	3	Education 69	2	(choose with aid of advisor)	
				Education 73	1.5		
				Education 75	1.5		
				Elective	4.5		
				(choose with aid of advisor)			

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
Kindergarten-Primary							
English 3	6	Art 21 Music 21 Library 21	3 3 3	Education 71 Education 59 Education 65 Education 69 Education 73 Education 75	4.5 3 2 2 1.5 1.5	Education 115 Elective (choose with aid of advisor)	4.5 9
English							
English 3	6	English 27	6	English 51 English 55 Elective (choose with aid of advisor)	4.5 4.5 9	English 101 Elective (choose with aid of advisor)	4.5 9
English-Arts							
English 3	6	Art 21 Music 21 Library 21	3 3 3	English 51 English 55 Art 81 Art 83 Elective (choose with aid of advisor)	4.5 4.5 3 3 3	English 101 Elective (choose with aid of advisor)	4.5 10.5
English-Library							
English 3	6	Library 21	3	English 51 Library 53 Elective (choose with aid of advisor)	4.5 4.5 9	English 101 Library 103 Elective (choose with aid of advisor)	4.5 4.5 4.5
English-French							
English 3	6	French 21	6	English 51 French 51 Elective (choose with aid of advisor)	4.5 4.5 9	English 111 French 101 Elective (choose with aid of advisor)	4.5 4.5 4.5
Science-Mathematics							
Chemistry 1A or Physics 1A Mathematics 1 (Mathematics 3, Art 1 and Music 1 exemption)	6 6 6	Chemistry 1A or Physics 1A Mathematics 21 (Physics 21 exemption)	6 6 6	Mathematics 51 and Chemistry 81 or Chemistry 82 or Mathematics 51 and Physics 81 or Physics 82 Elective (choose with aid of advisor)	4.5 6 6 4.5 4.5 4.5 4.5	Mathematics 101 and Chemistry 81 or Chemistry 82 or Mathematics 101 and Physics 81 or Physics 82 Elective (choose with aid of advisor)	4.5 6 6 4.5 4.5 4.5 4.5

General Science

Chemistry 1A	6	Chemistry 1A	6	Biology 82	4.5	Biology 82	4.5
or		or		or		or	
Physics 1A	6	Physics 1A	6	Biology 83	4.5	Biology 83	4.5
Mathematics 1	6	Biology 21	6	Chemistry 81 *	6	Chemistry 81 *	6
(Mathematics 3, Art 1		(Physics 21 exemption)		Elective	4.5 or 9	Elective	4.5 or 9
and Music 1 exemption)				(choose with aid of advisor)		(choose with aid of advisor)	
				*must be taken in either Junior		*must be taken in either Junior	
				or Senior year.		or Senior year.	

Social Studies

Elective	6	Economics 21	6	Earth Science 51	4.5	Earth Science 101	3
(choose with aid of advisor)				History 53	4.5	Earth Science 103	1.5
				Elective	9	History 105	4.5
				(choose with aid of advisor)		Elective	4.5
						(choose with aid of advisor)	

History

Elective	6	Economics 21	6	History 51	4.5	History 105	4.5
(choose with aid of advisor)				History 53	4.5	Earth Science 101	3
				Elective	9	Earth Science 103	1.5
				(choose with aid of advisor)		Elective	4.5
						(choose with aid of advisor)	

Geography

Elective	6	Economics 21	6	Earth Science 51	4.5	Earth Science 101	3
(choose with aid of advisor)				Earth Science 55	4.5	Earth Science 103	1.5
				Elective	9	Earth Science 107	4.5
				(choose with aid of advisor)		Elective	4.5
						(choose with aid of advisor)	

ELECTIVE COURSES FOR PHYSICAL EDUCATION

None		Biology 21	6	History 53	4.5	History 105	4.5
		Geography 21 and 23	6	Biology 82	4.5	Earth Science 101	3
				or		Earth Science 103	1.5
				Biology 83	4.5	Earth Science 107	4.5
						Sociology 101	4.5
						Biology 82	4.5
						or	
						Biology 83	4.5

Sophomore	Freshman	Junior	Senior	Credit
English 3	English 27	English 51	English 101	4.5
Chemistry 1A	(Prerequisite of "B" grade in English 1 and English 3)	English 53	English 103	4.5
Physics 1A	Library 21	English 55	English 109	4.5
Mathematics 1	French 21	English 57	English 111	4.5
	Biology 21	Library 53	Library 101	4.5
	Chemistry 1A	Library 55	Library 103	4.5
	Physics 1A	French 51	French 101	4.5
	Music 21	Chemistry 81	Chemistry 81	6
	Art 21	Chemistry 82	Chemistry 82	6
	Art 23	Physics 81	Physics 81	4.5
	*An elective course may be substituted for English 25 if English 3 has been taken	Physics 82	Physics 82	4.5
		Biology 82	Biology 82	4.5
		Biology 83	Biology 83	4.5
		Earth Science 51	Earth Science 101	3
		Earth Science 55	Earth Science 103	1.5
		Earth Science 57	Earth Science 105	4.5
		History 51	Earth Science 107	4.5
		History 53	History 105	4.5
		Art 81	History 107	4.5
		Art 83	Sociology 101	4.5
		Handwriting 81	Art 81	3
		Education 55	Art 83	3
		Mathematics 53	Art 105	3
			Art 107	1.5
			Handwriting 101	0.75
			Education 101	2
			Education 111	3

DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords strictly with the following plan:

1. Courses for Freshmen only are numbered from 1 to 19.
2. Courses for Sophomores only are numbered from 20 to 49.
3. Courses for Juniors only are numbered from 50 to 79.
4. Courses for Juniors and Seniors are numbered from 80 to 99.
5. Courses for Seniors only are numbered from 100 to 199.

DEPARTMENT OF ART

Mary M. Crowley, Chairman
Doris E. Tebbetts

Art 1. Introduction to Art

An introductory course for freshmen planned to acquaint them with a variety of art materials, ways of using them, and their suitability for different age levels; to give the student a working experience with the creative process in the visual arts and an understanding of the part this plays in the growth of children at different age levels.

Three periods weekly for one semester.

3 semester hours credit.

Art 5. Art in Physical Education

A course applicable to the physical education program, including figure drawing, poster design, and craft techniques, the latter especially planned for camp and recreational activities.

Three periods weekly for one semester.

3 semester hours credit.

Art 21. Elementary Crafts

Instruction and experimentation in the fundamental craft processes of value to the elementary classroom teacher; work in leather, block-printing, weaving, papier mache, clay modeling, and other craft techniques, is completed during the course.

Two periods weekly for two semesters.

3 semester hours credit.

Art 23. Secondary Crafts

Similar to Art 21 with emphasis on correlation with secondary subjects.

Two periods weekly for two semesters.

3 semester hours credit.

Art 55. Art Conference on Practice Teaching

To give the student specific working knowledge and guidance in the planning of lessons, their motivation, development, and evaluation, and in the preparation, organization and care of materials.

Six conference periods.

Credits are included in those of Education 57.

Art 81. Advanced Crafts

Work in metal, jewelry, weaving, stencilling and block-printing of fabrics, Early American decorative ware. Emphasis in this course is placed on individual creative design and skillful execution, for personal enrichment, appreciation, and interest in fine handicrafts.

Three periods weekly for one and one-half semesters.

3 semester hours credit.

Art 83. History of Art

A study of the art expressions of each cultural epoch from prehistoric to present times. Recognition and understanding of great movements and masterpieces of painting, sculpture, architecture, and minor arts, are the objectives of the course, which is supplemented by study trips to the museums and galleries of Boston.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Art 105. Interior Design

Recognition of today's problems in the selection and arrangement of furnishings for home and school. A study of the principles of good taste in relation to color, furniture design and accessories for personal and civic needs.

Three periods weekly for one semester.

3 semester hours credit.

Art 107. Art in the Classroom

A course for seniors to which they bring problems they have met in their teaching experience. Such problems are solved through class discussions and laboratory work.

Three periods weekly for one-half semester.

1.5 semester hours credit.

DEPARTMENT OF EDUCATION

Balfour S. Tyndall, **Chairman**

Elizabeth Hollis

Iva V. Lutz

S. Elizabeth Pope

Ellen M. Shea

Joseph J. Corkery

Daniel Noonan

Henry Rosen

Education 1. Audio-Visual Education

An elementary course designed to teach the elements of machines, sources, and simple application.

One semester hour weekly for two semesters.

2 semester hours credit.

Education A. College Orientation

The purposes of this course are to help the student interpret his new environment; to aid him in making more efficient use of the tools and methods essential for study; and to encourage the development of a personal and professional philosophy.

No credits are given in this course.

Education 21. Introduction to Education

The purpose of this course is to give an over-view of the field of education and the function of the teacher as an integral part of the educative process.

Three periods weekly for one semester.

3 semester hours credit.

Education 23. General Psychology

An introductory course to acquaint the beginning student with the value of psychological knowledge in relation to vital problems of everyday living through a study of (1) Psychology as Science; (2) The Background of Behavior; (3) Psychological Problems of Society; (4) Personality and Emotional Adjustment; and (5) The Management of Learning.

Three semester hours weekly for one semester.

3 semester hours credit.

Education 51. Psychology: Child Growth and Development

Through reading, discussion, and many other experiences, students gain an understanding of the development of the pre-school and school child under the headings of physical, mental, emotional, social, language, and general personality growth.

Three semester hours weekly for one semester.

3 semester hours credit.

Education 53. Psychology: The Development of the Adolescent

Through reading, discussion, and many other experiences, students gain an understanding of the development of the pre-adolescent and the adolescent, under the headings of physical, mental, emotional, social, language, and general personality growth.

Three semester hours weekly for one semester.

3 semester hours credit.

Education 55. Civic Education for Teachers

This course has been designed to make a contribution toward an effective program of civic education in the schools; to collect and develop teaching materials useful in developing civic intelligence and civic responsibility; to fashion a program for the schools which will help in preparing youth for citizenship in a democracy; to increase the desire for inter-group understanding; respect and good will.

Three semester hours weekly for one semester.

3 semester hours credit.

Education 57. Principles of Secondary Education

The present structure of the secondary school is examined in terms of the curriculum and personnel. The nature of the learning process is reviewed in an approach to the present forms of curriculum organization. Special aspects of method as represented by guidance, experience unit organization, audio-visual aids, and the testing program are viewed in a functional setting.

Three semester hours for one semester.

3 semester hours credit.

Education 59. Kindergarten-Primary Theory and Methods

This course deals with the development of young children, the kindergarten curriculum and program, and the materials and methods especially appropriate to the education of young children.

Three periods weekly for one semester.

3 semester hours credit.

Education 61. Materials and Methods in Education: General Principles of Teaching

This course develops an over-all view of the curriculum and the bases of the selection and organization of subject-matter for presentation to children. Students study the different methods in common use, in order that they may apply them in courses in the subject-matter fields, and, later, in their practice-teaching. They also become acquainted with various phases of classroom organization and management.

Two semester hours weekly for one semester.

2 semester hours credit.

Education 63. Materials and Methods in Elementary Education

This course develops in students an understanding of the place of art expression in the child's total development; materials, processes, and tools used in art education; and teaching procedures which meet children's needs and foster creativity.

These understandings are developed in connection with the art courses and with practice teaching and conferences in the Training School.

Credits are included in Introduction to Art, Crafts, and Training School Practice.

Education 65. Audio-Visual Aids — Materials and Methods in Elementary Education

An introduction to audio-visual education. The following devices for improved teaching will be studied: still pictures, motion pictures, slides, film strips, exhibits, models, field trips, radio, and recordings. An analysis of the sources of teaching aids and supplementary materials will accompany the laboratory procedures.

Two semester hours weekly for one semester.

2 semester hours credit.

Education 67. Health — Materials and Methods in Elementary Education

A brief study is made of the needs of the child in relation to health and physical activity. The responsibility of the school in meeting these needs is analyzed, and the total school health program is studied with emphasis on the part played by the classroom teacher. Methods and materials for teaching health at all age levels are studied in the light of educational philosophy, principles, and objectives.

Three periods weekly for one half semester.

1.5 semester hours credit.

Education 69. Music — Materials and Methods in Elementary Education

The aim of this course is to give knowledge and practice in the Music Education Program. The following topics are studied: principles and procedures, rhythmic activities, creative activities, music reading, and organization music in education. Students are given experiences to make clear the topics studied.

Two semester hours weekly for one semester.

2 semester hours credit.

Education 71. The Communicative Arts — Materials and Methods in Elementary Education

This course deals with the following topics, and with appropriate experiences. The importance and uses of reading and other Communicative Arts in the child's development; general and specific techniques and materials used in developing a reading and language program in its many phases; selection and use of teaching materials; and attention to individual differences.

Three semester hours weekly for one and one half semesters.

4.5 semester hours credit.

Education 73. Science — Materials and Methods in Elementary Education

This course deals with the organization of the elementary school science program, the teaching problems involved, and the special methods, skills, and knowledges needed in helping children to understand, use, and appreciate the world about them. The Massachusetts Elementary Curriculum Guides are used in this course.

Three hours weekly for one-half semester.

1.5 semester hours credit.

Education 75. Social Studies — Methods and Materials in Elementary Education

This course deals with the following topics: objectives of the Social Studies in elementary education; organization of the Social Studies curriculum, with explanation of different types of organization; teaching and evaluative procedures; and instructional resources. The Massachusetts Curriculum Guides are used.

Three semester hours weekly for one-half semester.

1.5 semester hours credit.

Education 77. Supervised Student Teaching in the Training School

The Campus Training School serves as a laboratory in which students engage in the directed study of children, in teaching and in learning situations as they are encountered in a modern school. As the study progresses, students participate increasingly in the activities of the school to the point at which they can undertake the duties of the room teacher. Included in this course are several hours weekly of conference with the supervising teachers.

One college half semester.

6 semester hours credit.

Education 101. Arithmetic — Materials and Methods in Elementary Education

This course presents the place of arithmetic in the modern elementary school curriculum, the materials of instruction, and teaching procedures. Those teaching procedures are chosen which are best adapted for the development of adequate mathematical concept, for growth toward efficient computation, and for development of judgment in quantitative situations.

Two semester hours weekly for one semester.

2 semester hours credit.

Education 105. Educational Measurement

This course includes a study of the tests and objective materials needed by the classroom teacher for the measurement of mental maturity and educational progress; and also a study of elementary statistical procedures necessary for the interpretation of test results, and an understanding of technical terminology.

Two semester hours weekly for one semester.

2 semester hours credit.

Education 107. History and Philosophy of Education

Through readings, thought, and discussion, students are expected to gain some acquaintance with, and understanding of, the fundamentals of educational theory in its historical development, its philosophical bases, its changing aspects and emphases, and its present condition. The aims of education and evaluation of educational practices are constantly kept in mind and are applied to the contemporary scene.

Three semester hours weekly for one and one half semester.

4.5 semester hours credit.

Education 109. Supervised Practice in the Public Schools

This period provides opportunity in the public schools for continuous supervised experience in all classroom activities under regular classroom conditions. Experience is gained in the study of individual difference, teaching techniques, and classroom management. Supervision is given by the classroom teacher and by members of the college faculty.

One-half semester.

6 semester hours credit.

Education 111. Advanced Audio-Visual Education

Concentration on the coordination of Audio-Visual materials with the various units of the Massachusetts Curriculum Guide.

Three semester hours weekly for one semester.
3 semester hours credit.

Education 115. Kindergarten-Primary Theory and Methods

This course includes the history and philosophy of the kindergarten movement, and of other types of pre-school education. It also deals with special problems in the materials and methods of primary education.

Three semester hours weekly for one semester.
3 semester hours credit.

DEPARTMENT OF ENGLISH

Samuel N. Sheinfeld, **Chairman**
M. Frances Guerin
Olive H. Lovett
John L. Davoren
John J. O'Neill

English 1. Composition I

The purpose of this course is to help students think clearly and express their thoughts effectively in both speech and writing.

Three periods weekly for two semesters.
Six semester hours credit.

English 3. The Study of Literary Types

This course is devoted to the study of the accepted literary types, illustrating them with selections from the literature of the Western World.

Three periods weekly for two semesters.
6 semester hours credit.

English 25. The Survey of English Literature

The students in this course will read selected works of English literature with particular attention being given to the most important writers. Much stress will be placed on the careful reading of the works themselves. The social and political background will be presented through lectures.

Three periods weekly for two semesters.
6 semester hours credit.

English 27. Composition II

This course, open only to English Majors, will be primarily concerned with exercises pertinent to the literary problems encountered by the English concentrator. These exercises will take the form of reviews, critical essays, and short research papers. Lectures and assigned readings will be given to supplement the students' background. Creative work will be accepted for partial fulfillment of the requirements of the course from students having special interests.

Three periods weekly for two semesters.
6 semester hours credit.

English 51. Linguistics

This course deals with the science of the English language, covering the essential elements of analysis of sentence structure through exercises, discussions, and papers, and giving essential material as background for the prospective teacher of English in junior and senior high school.

The latter part of this course takes up the history of the English language through readings, discussions, and translations. Attention is paid to the significance of words, and to the structure of derivations. The English of past centuries is introduced as a means of enlarging the student's comprehension of English as spoken today.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 53. Problems in Teaching English in Junior and Senior High Schools

This course takes up problems of organizing the subject matter and the teaching methods to be used in the language itself, sciences and arts. Each student selects the level and the problems he wishes to study, usually with his first teaching appointment in view.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 55. Literature of the Victorian Period

Students will read and write reports on the works of the major Victorian novelists. They will also read and discuss the poetry of the period. There will be lectures presenting biographical and historical background.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 57. The Age of Johnson

This course will consider the major figures in prose and poetry during the second half of the 18th century and the social and intellectual context in which their writings occurred. Special attention will be given to such men as Thomson, Collins, Gray, Goldsmith, Cowper, and Johnson. References will be made to indicate the development of the drama and the novel during this period and the immediate forerunners of the romantic movement will be considered briefly.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 101. Journalistic Writing

This course is primarily a laboratory course in writing based upon examples of the best journalistic practice. Such subjects as the history of the American newspaper, the significance and influence of a free press upon our democracy, and the role it plays in education are brought out in discussions. Field trips and visits to publishing houses are taken when practicable. Students often have an opportunity to organize a school newspaper.

In the second part of this course a study is made of the editorial page of good newspapers to observe the formation of public opinion. Practice is

given to the students in the analysis of all sorts of journalistic materials collected by them.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 103. Drama

This course will deal with the development of European and American drama beginning with the 16th century. Special emphasis will be given to Shakespeare.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 109. American Literature

In this course the students will read selected works of the important American writers and will study the development of American literature. Attention will be given to the social and historical background.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 111. Milton

In this course the emphasis will be placed on the main poetical works of Milton: **Paradise Lost**, **Paradise Regained**, and **Samson Agonistes**. There will be lectures and discussions on the social and intellectual background of the 17th century.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

DEPARTMENT OF HANDWRITING

Daniel F. Harrigan, Jr.

Handwriting 1.

A course to improve the personal writing ability of all Freshmen. The essentials of good writing, standard letter forms, and techniques, are applied and developed; individual difficulties are adjusted. Through practice and experience in the various steps of the writing process, the student will have a working knowledge of the problems involved. Standard Testing and Diagnostic scales are used in developing the skill.

One period weekly for two semesters.

1 semester hour credit.

Handwriting 21.

All Freshmen failing in Handwriting 1., must participate in this course until they give evidence of satisfactory skill.

Handwriting 81. Blackboard Writing and Teaching Methods

Since the ability to write well on the Blackboard is a necessary qualification for any teacher, one aim of this course is to develop the technique of blackboard writing and arrangement. Various Handwriting Methods,

Courses of Study, Objectives, and Manuscript and Standard Letter Forms are also discussed and evaluated so that the student may have a good workable knowledge for teaching purposes.

One period weekly for one and one-half semesters.

0.75 semester hours credit.

Handwriting 101. Text lettering and Elementary Engrossing

This course is intended for students who wish to learn the art of lettering and engrossing. Various forms and styles for diploma filling and resolution work are developed and an application of text-lettering to every day teaching is made.

One period weekly for one and one-half semesters.

0.75 semester hours credit.

DEPARTMENT OF LIBRARY SCIENCE

Julia C. Carter, **Chairman**

Beatrice Bouchard

Library 21. Children's Literature

The course covers the reading interests of children from pre-school years through the elementary grades with emphasis on the contribution that reading can make toward the process of growing up. Topics covered are: history of literature for children; illustrators; folk tales; myths; modern fanciful tales; fiction; poetry; books in special fields such as history, science, travel.

Three periods weekly for one semester.

3 semester hours credit.

Library 53. Use of the Library in the Secondary School, Part I

The course aims: (1) to give a knowledge of reference books; the catalog; the classification, and other aids to the effective use of school and public libraries, so that students will be prepared to teach a library unit as part of an English course and to guide pupils in their use of library resources; (2) to give a knowledge of books that meet the reading interests of junior high school boys and girls, so that the student will be prepared to direct the pupil's reading and to inspire more and better reading.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Library 55.

This course aims to give a knowledge of the use of school and public libraries with particular attention to bibliographies, magazines, sources for pictures and other library aids useful to the teacher in the elementary school.

One period weekly for one and one-half semesters.

1.5 semester hours credit. -

Library 101. School Library Techniques

This course deals with organization, equipment, book selection, and administration of a school library.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

Library 103. Use of the Library in the Secondary School, Part II

This course, which is a continuation of library 53, emphasizes school library administration in order to prepare students for assisting in a school or public library and for teaching a library unit in connection with English courses. Topics covered are: cataloging for the school library; organizing the book collection; magazines; care of the library and of books; room arrangement; publicity; instruction in the use of books and libraries.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

DEPARTMENT OF MATHEMATICS

George H. Durgin

Mathematics 1. College Algebra and Trigonometry

Three periods weekly for two semesters.
6 semester hours credit.

Mathematics 3. Mathematical Analysis

An introduction to College Mathematics.
Three periods weekly for one semester.
3 semester hours credit.

Mathematics 21. Analytic Geometry. Graphical Analysis and Elementary Calculus

Three periods weekly for two semesters.
6 semester hours credit.

Mathematics 51. Differential and Integral Calculus

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

Mathematics 53. Basic Arithmetic

The subject matter or arithmetic included in grades 1-9 from the standpoint of the theory of numbers and the various applications of arithmetical operations.

Two periods weekly for one and one-half semesters.
3 semester hours credit.

Mathematics 101. Advanced Calculus Including Differential Equations

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Edith H. Frost

The French courses are open to those who have successfully completed two years of high school French.

French 21. Practical French

Designed to give training in the communicative arts. Brief reviews of the basic principles of French grammar and pronunciation; systematic conversational vocabulary building with aural-oral practice including listening to and making recordings; reading French magazines, newspapers, and an opera; writing social and business letters.

Three periods weekly for two semesters.
6 semester hours credit.

French 51. French Literature Through the Centuries

A language-culture course intended to develop reading fluency in French. Essential grammar review; training in reading techniques; reading of representative works; emphasis on social and historical backgrounds by means of French filmstrips and magazines as well as the facilities of neighboring art museums.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

French 101. Cultural Backgrounds

A language-culture course intended to develop reading fluency in French and to promote knowledge, attitudes, insights and appreciations.

Essential grammar review; training in reading techniques; reading in French an intermediate text on the contributions of France to Western civilization; survey of historical, geographical and artistic backgrounds; use of French posters, filmstrips, newspapers, magazines and the facilities of neighboring art museums.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

DEPARTMENT OF MUSIC

Frieda Rand

Music 1. Elementary Music Theory

The aim of this course is to cover the music theory used in the elementary grades in order that students may have the necessary knowledge and understanding to teach music in the grades. The content of the course is theoretical subject matter of moderate difficulty with its application in singing, conducting and written work. The following subjects are studied: staves and clefs; intervals; scales, major and minor; time elements and chromatics.

Three periods weekly for one semester.
3 semester hours credit.

Music 3. Music in Physical Education

The aim of this course is to review elementary music theory in order that students may have the necessary knowledge to teach in the grades. Special emphasis is given to rhythm work and singing.

Two periods weekly for one semester.
2 semester hours credit.

Music 21. Music Appreciation

The aim of this course is to develop the ability to listen to music with pleasure and intelligent discrimination in order to discover mood, rhythm, melody, harmony, counterpoint, style and form; and to study the great composers from Bach to Stravinsky with emphasis on the nationality of the composer, his place in music, and his best compositions.

Two periods weekly for two semesters.

4 semester hours credit.

Music 53. Music Conference on Practice Teaching

A general class conference for discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

Eight conference periods.

Credits are included with those of Education 77.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN

Lois L. Decker, **Chairman**

Mary Isabel Caldwell

Catherine Comeau

Marjorie Kelly

The objectives of this department are two-fold:

1. Personal—to help the student develop a wholesome philosophy of health, physical activity and recreation and to acquire skills and understandings necessary for expressing this philosophy in daily living;

2. Professional—to aid the student in becoming an effective teacher and leader in these fields in school, home, playground, camp or other situations in which the public school teacher or college graduate is commonly called upon to render service.

Health and Physical Education W 1. Personal Hygiene

This course includes: 1. A study of fundamental principles of healthy adult living; 2. An analysis of anatomical, physiological, and psychological factors underlying health laws; and 3. A special emphasis on adaptation to college life and improvements in habits of living.

One period weekly for two semesters.

1 semester hour credit.

Health and Physical Education W 3. Physical Education Activities

This is an introductory course, the purpose of which is to provide healthful physical activity for the student and to give her a background for selecting activities in later courses and for teaching similar activities to children in the practice teaching periods. It includes brief units in: body mechanics; seasonal team sports; individual sports; and rhythmic activities.

Two periods weekly for two semesters.

0.5 semester hour credit.

Health and Physical Education W. 21. Standard First Aid

The American Red Cross Standard First Aid Course is given with emphasis upon the responsibilities of the public school teacher and leader of physical activities. It includes a review of the necessary anatomy and physiology and certain portions of First Aid which are studied in the course in "Personal Hygiene."

One period weekly for one semester.

0.5 semester hour credit.

Health and Physical Education W 23. Physical Education Activities

This course is a continuation of Health and Physical Education W 3. One or more new activities are introduced. Activities suitable for children at various school age levels are included with emphasis on adult leadership. Analysis is made of the fundamental principles of effective leadership in various situations. Experience and guidance are given in the teaching and directing of activities both within the class and with groups of children.

Two periods weekly for two semesters.

0.5 semester hour credit.

Health and Physical Education W 51. Health and Physical Education Conference on Practice Teaching

The purpose of this conference is to aid the student teacher in gaining an understanding of the modern program of health and physical education in the elementary school and the strategic position of the classroom teacher in developing such a program. Experiences provided for this learning include: a study of the facilities available and their use, time allotments and daily programs; observation of teachers and children in action; planning for achieving the objectives; analysis of problems and their solution; evaluation of children's achievements, of the program and of the student's own teaching.

One period weekly for eight weeks.

Credit is combined with Education 77.

Health and Physical Education W 53. Physical Education Activities

This course aids the student in gaining a maximum of satisfaction and educational value from physical activity by selecting wisely and improving personal proficiency in one or more activities.

Two periods weekly for one and one-half semesters.

0.5 semester hour credit.

Health and Physical Education W 101. School Health and Safety Education

A brief study is made of human growth and development with special reference to the needs of the child in relation to his health and physical activity. The responsibility of the school in meeting these needs is analyzed and the total program in health and safety is studied with emphasis on the part played by the classroom teacher. Methods and materials for teaching

at various age levels are studied in the light of educational philosophy, principles and objectives.

Three periods weekly for one-half semester.

1.5 semester hours credit.

Health and Physical Education W 103. Advanced and Instructor First Aid

This course includes the American Red Cross Advanced First Aid Course and the "Plan-A" Instructor Course for college students. The certificate for each course is given upon satisfactory completion of the requirements.

Two periods weekly for one-half semester.

0.5 semester hour credit.

MAJOR DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN — MAJOR CURRICULUM

Mary J. Moriarty, **Chairman**

Mary I. Caldwell

Catherine Comeau

Lois L. Decker

Marjorie Kelly

The aim of this curriculum is to provide professional preparation for students who wish to become teachers and leaders in Health, Physical Education, and Recreation. The curriculum provides a sound technical training, with practical experience in the elementary and secondary schools. In addition to the specific required courses and the foundation courses in Education, a minor in either social studies or science is required.

Physical Education 5. Anatomy

This course includes a fundamental study of the human body and its parts, with special emphasis on bones, muscles, tissues, and the anatomical location of the organs.

Two periods weekly for two semesters.

4 semester hours credit.

Physical Education 7. Introduction to Physical Education

This is a comprehensive freshman course providing basic information concerning the scope and significance of Physical Education as a profession.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 9. Personal and Community Hygiene

This course is planned to give the student basic principles of health which she may apply to her daily life and future teaching. Community health opportunities and problems are studied in relation to personal health.

Three periods weekly for one semester.

3 semester hours credit.

Education 1. Audio-Visual Aids

For description of course, refer to Education 1

Art 5. Art in Physical Education

For course description, refer to Art 5

Music 3. Music in Physical Education

For course description, refer to Music 3

Physical Education 21. First Aid

The Standard First Aid Course of the American Red Cross is given. Satisfactory completion of the course entitles the student to the Standard Certificate.

One period weekly for one semester.

1 semester hour credit.

Physical Education 25. Officiating

Specific training for officiating in major sports is given. Actual practice in refereeing and umpiring is required as part of the course. Opportunities are offered to attend clinics and to take examinations for local and national ratings in Field Hockey, Basketball, and Swimming.

Two periods weekly for two semesters.

4 semester hours credit.

Physical Education 27. Methods in Physical Education

This course suggests ways of presenting and teaching appropriate activities at the different age levels. Practical application of teaching principles is carried on, at the same time, on the elementary level.

Two periods weekly for one semester.

2 semester hours credit.

Biology 23

For course description, refer to Biology 23

Chemistry 23

For course description, refer to Chemistry 23

Physics 23

For course description, refer to Physics 23

Physical Education 53. Coaching

A comprehensive analysis of basic techniques of team sports and specific methods for presenting them in teaching situations.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Physical Education 57. Methods in Health Education

A study is made of human growth and development with an analysis of the resulting needs of the child in relation to health. The responsibility of the school in meeting these needs is discussed, and the total school program is studied with emphasis on the part played by the classroom teacher and the teacher of physical education. Methods and materials for teaching health education at all age levels are studied in the light of educational philosophy, principles and objectives.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 59. Applied Anatomy and Kinesiology

A detailed analysis and application of anatomical knowledge to fundamental muscular movements in athletic and rhythmic activities.

Three periods weekly for one semester.

3 semester hours credit.

Physical Education 61. Fundamentals of Body Mechanics

In this course a study is made of the fundamental principles of body mechanics; typical body alignment and common variations in the child and adult. Remedial procedures, including relaxation, that are suitable for school programs are planned. There is opportunity for practice with different age groups. Emphasis is placed on helping the individual to use an efficient and attractive posture in a variety of situations.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 63. Advanced First Aid and Safety Education

The Advanced and Instructor's First Aid Courses are given with special emphasis on the care of injuries likely to occur in the gymnasium or the swimming pool, on the athletic field, school playground, or at summer camp. The American Red Cross Advanced Certificate and Instructor's Rating are given for satisfactory completion of the course.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 105. School Health Administration

Emphasis is placed on the school personnels' responsibility for healthful environment, service, and instruction. The organization and content of the program in health are studied and discussed. The need for health guidance to meet the needs of all children as well as exceptional children is stressed.

Two hours weekly for one semester.

2 semester hours credit.

Physical Education 107. Organization and Administration of Physical Education

This course describes the policies, procedures, and standards of the various divisions of physical education, explaining the relationships which

exist. Special attention is given to pertinent problems which face the modern educator.

Three periods weekly for one semester.

3 semester hours credit.

Physical Education 109. Tests and Measurements in Physical Education

In this course, the student learns to apply the fundamental principles of measurement in the field of health and physical education. Various tests and testing programs are studied and evaluated. Experience in administering and scoring certain tests is provided, and a study is made of the interpretation and use of the results obtained.

Two periods weekly for one semester.

2 semester hours credit.

REQUIRED ACTIVITY COURSES

Activities 1. Elementary Rhythmic Activities

This course covers folk dances, singing games, nursery rhymes and dramatic rhythms for use in the elementary grades. Demonstration lessons and an opportunity for teaching small groups of elementary children, are arranged with the Training School.

Activities 3. Social and Round Dancing

The basic steps and methods of teaching social dance and modern round dances are covered. Problems which arise when teaching mixed groups are discussed. Opportunities are given for improving personal techniques, for understanding desirable social standards, and for teaching others.

Activities 5. Games I

This course includes the learning and teaching of games of low organization for the elementary grades, suitable for playground, gymnasium, playroom, or for use in the classroom.

Activities 7. Stunts and Tumbling I

A variety of individual, couple, and group stunts and tumbling activities are taught in this course. Effective organization for small and large groups is stressed, with special emphasis on the safety factors.

Activities 9. Apparatus I

This course includes work suitable for teaching in public schools which have heavy apparatus such as the buck, box, parallel bars, flying rings, stall bars, balance beam and other types of apparatus.

Activities 11. Traditional Folk Dancing

A wide range of folk Dances from many lands are taught. Special emphasis is given to those dances which can be used in secondary schools. Opportunities to visit adult folk dance groups are arranged.

Activities 13. Tap Dancing I

Fundamental steps are taught in this course. Rounds, buck, waltz and soft shoe routines which can be used in the public schools are included.

Activities 15. Body Mechanics

This course is closely related to Fundamentals of Body Mechanics, a theory course. There are opportunities for individual and group work in a variety of exercises for improvement of posture and correction of health problems closely allied to posture.

Activities 21. Stunts and Tumbling II

The object of the course is to offer opportunity for more advanced work in this area. Special emphasis is placed on methods of organization and opportunity is given for teaching these activities.

Activities 23. Apparatus II

In this course, advanced work is offered. Opportunity for student leadership and special stress on safety factors is included.

Activities 25. Beginning American Square and Contra Dancing

Dances using Patter, Cue, and Singing Calls are taught. Styles of square dancing which are used in various parts of the country are practiced. Opportunities to teach and call dances are stressed.

Activities 27. Games II

This course gives an opportunity for learning and teaching modified team and lead-up games, suitable for both large and small groups.

Activities 29. Community Recreation

Leadership and participation in various types of social games are offered in this course. The student is presented with materials and sources of activities needed for social play in parties for the home, in clubs, at picnics, and on the playground.

Activities 31. Advanced Tap Dancing

The course includes more intricate routines and a study of the technique of creating tap steps and routines.

Activities 2 — 22 — 52 — 102. Swimming

Instruction in swimming is given in accordance with the National Red Cross requirements. Every girl must learn to swim. Opportunity is offered for acquiring Senior Life Saving and Instructor's rating in Water Safety certificates. Special emphasis is placed on methods of teaching swimming.

Activities 4 — 24 — 54 — 104. Team Sports

The team sports covered in this curriculum are: Volleyball, Soccer, Speedball, Fieldball, Field Hockey, Basketball, and Softball. Each sport is taught with emphasis on fundamental skills, team strategy, rules, coaching, officiating, and techniques of teaching which are specifically related to each sport.

Activities 6 — 26 — 56 — 106. Modern Dance

The courses in Modern Dance include: (a) dance composition (b) movement fundamentals (c) dance composition. Emphasis is placed upon large, free, vigorous movements which are of value for relaxation and body building, and also, upon composition themes which are of interest and of value to the students. Methods of teaching are included.

Activities 8 — 28 — 58 — 108. Gymnastics

These courses provide an opportunity to learn and teach fundamental gymnastics, exercises, and marching. The advantages and disadvantages of the Swedish, Danish, and German systems, as well as the present day theories in regard to conditioning drills, are discussed.

Activities 10 — 50 — 80 — 100. Dual and Individual Sports

The courses in Dual and Individual Sports include the learning of skills, rules, teaching techniques, and officiating in Badminton, Tennis, Bowling, Track and Field, and Archery.

Activities 101. Games III

This course includes dual sports: Deck Tennis, Handball, Table Tennis, Paddle Tennis, Shuffleboard, and Horse Shoes. Practice and teaching these recreational games is included.

N.B. During the senior year, opportunity is given to the students to assist in other college activity courses. In addition to these required courses, the seniors may elect activities in which they desire further experience.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR MEN

Mr. Edward Swenson

The purpose of this department is twofold:

1. Personal—to provide an intelligent understanding of correct health attitudes and health habits and to provide practice in these habits; to develop the true values in athletics; such as, leadership, sportsmanship, personality growth, emotional adjustment and skills.

2. Professional—to train students adequately in methods of teaching games, sports, gymnastics and in coaching; to develop skills in individual and group games.

Health and Physical Education M 1. Physiology of Hygiene

The purpose of this course is to stimulate students to think for themselves in matters of human function and health behavior. The course aims to present the physiological background for proper health habits.

One period weekly for two semesters.

1 semester hour credit.

Health and Physical Education M 3. Activities

A gymnasium course aimed to develop skills and physical fitness. This course is required in conjunction with Physical Education M 1.

2 periods weekly for two semesters.

Credits are included with those of Health and Physical Education M 1

Health and Physical Education M 21. Athletics in Education

This course deals with the place of play in education. It considers the need for recreational games and the methods of teaching them at the elementary and secondary levels.

One period weekly for one and one-half semesters.

1 semester hour credit.

Health and Physical Education M 23. Activities

A gymnasium course aimed to develop skills and physical fitness. This course is required in conjunction with Physical Education M 23.

2 periods weekly for two semesters.

Credits are included with those of Health and Physical Education M 21

Health and Physical Education M 51. School Health Administration and First Aid

This course aims to present to the student the major principles of health service, health instruction and healthful school living. The Red Cross Standard First Aid course is given in conjunction with this course. Individual instruction in First Aid is provided when needed.

One period weekly for one and one-half semesters.

1 semester hour credit.

Health and Physical Education M 83.

Advanced practice is offered in gymnastics, tumbling, individual and group games.

Two periods weekly for one and one-half semesters.

1 semester hour credit.

DEPARTMENT OF BIOLOGY

Frederick A. Meier, **Chairman**

Elizabeth Cirino

E. Irene Graves

Biology 1. General Biology

This is a course in general biology including the general principles of biology and the values of biological study to mankind. The relation of plants and animals to their environment and to man is emphasized through a study of their structure, physiology, natural history and evaluation.

Two lecture periods and one double laboratory period weekly for two semesters.

4 semester hours credit.

Biology 21. Zoology

The major groups of the animal kingdom; their structure, functions, behavior, environmental relationships and economic importance.

Two lecture periods and one double laboratory period weekly for two semesters.

6 semester hours credit.

Biology 23. Physiology

A study of the physiology of human beings. Especially designed for those who will teach health and physical education. It considers circulation, respiration, digestion, metabolism, excretion, chemical and nervous coordi-

nation, and muscular activity, and reproduction. Demonstrations, individual laboratory exercises, and films are used.

One lecture period and one double laboratory weekly for two semesters.
4 semester hours credit.

Biology 53. Physiology of Exercise

A physiological study of the adjustive capacity of the body to exercise. One lecture period and one double laboratory period for one semester.
2 semester hours credit.

Biology 82. General Botany

A survey of the typical seed plants, their structure, functioning, development, distribution and classification. Representatives of the principal divisions of the plant kingdom are studied. The economic relationship of all kinds of plants to man is emphasized.

Two lecture periods and one double laboratory period weekly for one and one-half semesters.

4.5 semester hours credit.

Biology 83. Genetics

A general study of the basic principles of heredity in all living things, and the application of these principles to the production of better plant and animal crops.

Two lecture periods and one double laboratory period weekly for one and one-half semesters.

4.5 semester hours credit.

EARTH SCIENCE

Paul Huffington, Chairman
Robert W. Rucker

Earth Science 21. Fundamentals of Geography

An introductory course including the elements of the natural and cultural landscapes. Land forms, water bodies, soils, minerals, weather, and climate are studied in relation to the cultural pattern of man's occupations. It also includes the planetary relations of the earth, and maps and their uses.

Three periods weekly for one semester.
3 semester hours credit.

Earth Science 23. Geography of North America

A regional study of North America designed to give familiarity with methods of securing, organizing, and presenting geographic data; and to analyze the cultural and physical patterns of the regions studied.

Three periods weekly for one semester.
3 semester hours credit.

Earth Science 51. Regional Geography of Europe and Asia

A study of the physical and cultural patterns of selected geographic regions in Europe and Asia.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

Earth Science 55. Meteorology and Climatology

A study of the principles of descriptive meteorology; their application to a study of weather and to an analysis of climatic regions of the world.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

Earth Science 57. Selected World Regions, Materials and Methods for Upper Elementary Grade Geography

A regional analysis of selected world regions. Understanding the aims and values of geography, and methods of presentation and organization of subject matter for teaching. The evaluation and use of devices, maps, pictures, field trips, and text books.

Three periods weekly for one semester.
3 semester hours credit.

Earth Science 101. Political Geography

Present-day world problems as affected by their geographical settings. The natural, cultural, and governmental factors basic to international relations. The politico-geographical problems of selected nations. Natural resources in relation to peace and the post war world.

Three periods weekly for one semester.
3 semester hours credit.

Earth Science 103. Geography of South America

A political and regional study of countries of South America with emphasis upon their mineral resources, agricultural, and forest industries. Also the contemporary importance of South America in world affairs.

Three periods weekly for one-half semester.
1.5 semester hours credit.

Earth Science 105. Earth Science for Upper Elementary Majors

Provides a background of information for organizing units on weather, rocks, and minerals for the Upper Elementary Grades.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

Earth Science 107. Physical and Historical Geology

A consideration of the origin, structure, and history of the earth as revealed by its rocks and minerals. A consideration of the processes that have brought about the present physical conditions of the earth's surface and the significance of surface conditions in man's use of the earth. Special attention to the study of glaciation in the Bridgewater area.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

CHEMISTRY

T. Leonard Kelly, **Chairman**

George F. Condikey

Chemistry 1 A. General Chemistry

A course in general chemistry with emphasis on theory. Properties in relation to structure are emphasized and related to physical laws.

Two lecture periods and one double laboratory period weekly for two semesters.

6 semester hours credit.

Chemistry 23. Introductory Chemistry

An introduction to the basic principles of general chemistry with emphasis on applications in the field of physical education.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Chemistry 81. Organic Chemistry

An introduction to organic chemistry. An introduction to the theory and preparation of organic types. Properties are related to structure. Special emphasis is placed on the chemistry of food and nutrition. Chemistry I A and Physics I A are prerequisites.

Three lecture periods and one triple laboratory period for one and one-half semesters.

6 semester hours credit.

Chemistry 82. Inorganic Analytical Chemistry

This is a course in both qualitative and quantitative inorganic analysis. The qualitative employs semi-micro procedures to teach the physical chemistry of solutions and chemical equilibrium. The quantitative includes the principles and practice of both volumetric and gravimetric analysis. Chemistry I A and Physics I A are prerequisites.

Three lecture periods and one triple laboratory period weekly for one and one-half semesters.

6 semester hours credit.

PHYSICS

T. Leonard Kelly, **Chairman**

George F. Condikey

Balfour S. Tyndall

Physics 1 A. General Physics

A comprehensive survey of the five major fields of physics, mechanics, heat, sound, light, and electricity, with emphasis on problem-solving as a

means of understanding. Prerequisite: One year of college mathematics or its equivalent.

Two lecture periods and one double laboratory weekly for two semesters.
6 semester hours credit.

Physics 21. Physical Science

A lecture and demonstration survey course accenting the cultural and practical aspects of modern science.

Three periods weekly for two semesters.
4 semester hours credit.

Physics 23. Mechanics

An introduction to the principles of mechanics with emphasis on applications in the field of physical education.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Physics 81. Radiation

Selected phenomena from the fields of heat, light, and electricity in which electromagnetic radiation is involved are studied from a theoretical and practical viewpoint. Prerequisite: Physics I A.

Two lecture periods and one double laboratory period for one and one-half semesters.

4.5 semester hours credit.

Physics 82. Electricity and Electronics

Theories and practical applications of electrical phenomena in electricity as they apply to both direct and alternating currents are developed from a modern point of view. Some of the basic phenomena of electronics are also included in the course. Prerequisite: Physics I A.

Two lecture periods and one double laboratory period for one and one-half semesters.

4.5 semester hours credit.

DEPARTMENT OF SOCIAL STUDIES

Annabelle M. Melville, **Chairman**

Ralph E. Bates

Charles E. Foth

Daniel J. Noonan

Rose H. O'Connell

ECONOMICS

Economics 21. Economic History

The course is a consideration of American economic development. The

relation of economic institutions to, and their effect on, political and social institutions are explored.

Three periods weekly for two semesters.

6 semester hours credit.

Economics 51. Economic Principles and Problems

This course serves to introduce a study of the factors of production and the behavior of some representative economic units under a system of free enterprise. Some time is devoted to a study of a free economy as contrasted with political structures in which the factors of production are under state control.

Two periods weekly for one semester.

2 semester hours credit.

HISTORY

History 1. History of Civilization

A survey of the more meaningful features of human culture from primitive times to the present.

Three periods weekly for two semesters.

6 semester hours credit.

History 21. American History and Constitutions

This course includes a survey of American history and the study of the Constitution of the United States and the Constitution of the Commonwealth of Massachusetts.

Three periods weekly for two semesters.

6 semester hours credit.

History 51. American Government and Politics

The nature and activity of the national, state, and local governments, and the forces which play upon them.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

History 53. Modern European History

A history of Europe from 1500 to 1914, dealing primarily with social, economic, political and cultural problems.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

History 105. Modern European History

European history from 1914 to the present. The last quarter of the course is given to a survey of current affairs.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

History 107. Contemporary Affairs

Current sociological, economic, political, military and international events are studied in publications and by means of radio broadcasts. The course attempts also an elucidation of the impact of science on society and our environment.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

SOCIOLOGY

Sociology 51.

An introduction to sociological analysis: the course aims to acquaint the student with the common core of theory which underlies the limited conceptual schemes of modern sociological research. The case method is used. Basic concepts are learned through actual field reports.

Two periods weekly for one semester.

2 semester hours credit.

Sociology 101. The Sociology of the Family

Types of family structure in contrasting cultures are presented. Against this background the main focus of the course is the American urban, middle-class family: its structure and function within the contemporary social structure of the United States.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

DEPARTMENT OF SPEECH AND DRAMA

Miriam M. Reinhart

Speech 1.

This course is designed to release the student's imagination and develop his speech skills. Activities include solo interpretive reading, choral speech, story telling, and, as occasion requires, exercises to develop needed speech skills. Principles concerning speech development will be drawn from class experiences.

One semester hour weekly for one semester.

1 semester hour credit.

Speech 21.

This course aids students in recognizing and applying discussion skills which promote consensus. Class discussions in groups of varying size: (a) experience roles as group members, leaders, observers, and recorders, and (b) draw generalizations concerning the attributes and functions of each role, and the nature of the sources and resources used for promoting effective discussions.

One semester hour weekly for one semester.

1 semester hour credit.

Speech 51.

Here the student experiences and understands creative dramatics as a classroom method of promoting learning. Classroom activities consist of: (a) creating spontaneously group pantomimes, dialogues, and stories; (b) presenting, as teachers, lessons using creative dramatics to meet educational needs; and (c) drawing generalizations concerning function of, ways of using, and methods of evaluating the use of creative dramatics.

One semester hour weekly for one semester.

1 semester hour credit.

Speech 101.

This course prepares the student to recognize and meet children's needs in communication and personality development. Each class member selects, according to his interests and speech qualifications, a child whom he helps throughout the semester. Class sessions offer opportunities for the sharing and cooperative meeting of problem situations. Generalizations are drawn as to the classroom teacher's responsibility in the development of the child's speech.

One semester hour weekly for one semester.

1 semester hour credit.

Speech A.

This non-credit speech improvement program is devoted to helping those students who need and desire special assistance in the development of their voices.

